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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) teacher training of bilingual teacher aides; (2) teaching strategies for secondary school English teachers; (3) the effectiveness of inservice training that used the publication "Teaching Early Reading"; (4) individualized versus group inservice education for elementary school teachers; (5) sex of speaker-listener in preschool teachers' language usage; (6) the composing processes of prospective elementary teachers; (7) the language attitudes of English teachers at two-year colleges in Alabama; (8) the effects of male versus female teachers on primary students' mathematics and reading achievement; (9) preservice and inservice teachers' perceptions of the reading process; (10) stages of concerns of secondary school English teachers during the adoption of minimum competency testing; (11) school desegregation and teacher attitude toward the nonstandard black dialect; (12) strategies to develop selected skills in bilingual-bicultural preservice teachers; (13) inservice training in oral reading assessment; (14) the effects of arts experience and group discussion during prewriting on the composing processes of preservice teachers; and (15) high school English teachers' response style preferences. (RL)

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Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction:

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ISSUES IN BILINGUAL EDUCATION AFFECTING PERFORMANCE NEEDS OF TEACHER AIDES WITH IMPLICATIONS FOR TEACHER TRAINING PROGRAMS

BARRON, JOSE (PEPE), PH.D. *University of Southern California*, 1980. Chairman: Professor Clive L. Grafton

Purpose. The purpose of the investigation was to study bilingual teacher aide performances in determining appropriate competencies for meeting classroom goals, with implications for teacher training of bilingual teacher aides.

Procedure. A questionnaire was designed to determine competencies, knowledge, and skills required by bilingual teacher aides to perform a quality classroom teaching performance. Respondents (N = 80) representing elementary teachers, school district and community college administrators, teacher aides, Title VII training and program directors, and university professors participated in the survey. Responses (N = 55) made up the final sample.

Selected Findings. Among the major findings were: (1) The role of the teacher aide has changed, but a negative attitude toward aides remains. (2) Aides receive little educational guidance or direction from teachers or administrators. (3) There is resistance to bringing aides into more active participation in campus improvement committees. (4) Aides perceive that their opinions are rarely considered in any decision-making process. (5) Sequential training in classroom methodology rarely exists. (6) Most training for aides is in the form of short-term workshops. (7) Few teacher aides are enrolled in career ladder academic programs leading to professional status. (8) Training that is available in community colleges is rarely monitored or controlled. (9) Colleges do not offer bilingual training as part of a core curriculum and usually do not have qualified bilingual faculty. (10) Evidence of institutional support for bilingual education is lacking in many training institutions and schools. (11) Bilingual education is almost totally dependent upon federal funding. (12) There is little evidence that bilingual education will survive unless individual states plan for appropriate fiscal support to accompany their legislative support. (13) Textbooks are the most significant manner for training aides. (14) Newsletters are the most common means for disseminating information. (15) Professional organizations have had little influence on bilingual education. (16) Competencies seen as necessary for aides include: knowledge of the philosophy of bilingual programs, bilingual education practices, parental and community involvement, program planning and organization, parental involvement, policy and decision making, and specific curriculum areas.

Conclusions. Based upon the findings, it becomes apparent that bilingual teacher aides are aware that they require significantly more training than they are receiving. They are aware of the competencies that are needed and show a high level of motivation in desiring to expand their background and knowledge in their training process. They are sensitive to being placed in a second status role and wish to be considered more as a team member in the education process. For bilingual education to work, a greater degree of communication needs to exist in not only the training of teacher aides, but in the processes which are involved in their actual functioning within the classroom.

Practical Recommendation. It is recommended that a national resource center can be established, similar to the training resource centers. This center should have active parental and bilingual teacher aide participation from its development to implementation.

Recommendations for Further Research. It is recommended that: (1) Institutions analyze their current programs, developing evaluative instruments to determine the success of their programs. (2) A study be conducted on instructional objectives, based upon this investigation's competencies. (3) A study be conducted to measure the impact that various resources and approaches could make in strengthening training programs for bilingual teacher aides.

RESEARCH STUDIES AND THE ENGLISH TEACHER: IMPLICATIONS FOR TEACHING STRATEGIES

Order No. 8019874

DANIELS, JOSEPH WILLIAM, ED.D. *Auburn University*, 1980. 362pp. Director: A. Douglas Alley

This study was undertaken in an attempt to consolidate a review of the literature in the English components of literature, composition and language, and to draw from this review implications for teaching strategies for the secondary school English teacher.

Growing public concern for teacher and student competence has forced a reevaluation of the English curriculum and the process of teaching, including both content and methodology. Planning for any change must be based upon educational research; yet many secondary school English teachers have little knowledge of what has been tested.

This study reviews hundreds of research studies, classifying them under such headings as reading interests, response to literature, the teaching of literature, writing interests and student attitudes, profiles of student writers, the composing process, the teaching of composition, traditional grammar, transformational-generative grammar, sentence-combining, and usage. Teaching strategies were drawn from the research for each of the components of English.

THE EFFECTIVENESS OF INSERVICE TRAINING WITH THE PUBLICATION *TEACHING EARLY READING* Order No. 8019133

ENRIGHT, JANIS PARTENHEIMER, PH.D. *The University of Akron*, 1980. 237pp.

Changing needs of educations demand that serious attention be paid to continuous staff development. Due to the great interest in and need for effective inservice education, the Ohio Department of Education, Division of Educational Redesign and Renewal, developed materials and provided services to the state's teachers in the area of inservice education. The purpose of this study was to examine two types of inservice uses of the Division's publication *Teaching Early Reading*. Independent use and actual inservice use of the publication were compared for effectiveness of implementation, teacher-perceived satisfaction, and teacher-perceived success with students. If independent use can be as effective as actual inservice use, a new concept of inservice training can be made available to meet different needs and interests of teachers.

The investigator employed an *ex post facto* research design with hypotheses and alternative hypotheses. The subjects under investigation were drawn from 323 randomly selected Ohio public schools during the 1979-1980 school year. Principals were asked to distribute a questionnaire to a kindergarten, first, second, and third grade teacher in the building. A writer-designed questionnaire was selected as the survey instrument based on the major hypotheses, the literature, and suggestions from local Right to Read directors. Twenty-six factors were examined to determine if independent use of the publication was as effective for implementation, satisfaction and success with students as actual inservice use.

The statistical procedure chosen to analyze the data for this study was Multiple Linear Regression. An F ratio was obtained for each of the four major hypotheses and thirty-five alternative hypotheses and determined to be significant at the .05 alpha level for a two-tailed test. Individual variables and sets of variables were examined. Shrinkage estimates and multiple comparison corrections were also used. The power analysis employed small effects size (.02) so that minimal differences could be detected if they existed. The weights associated with the predictor variables (independent and actual inservice) were examined to determine which group was more effective. The investigator looked at a limited number of interaction models. Building differences were held constant to determine if these influences had any effect on the three criterion variables.

The results of the data indicated that independent use was more effective for implementation and teacher-perceived success with students and that actual inservice was more effective for teacher-perceived satisfaction when building differences were held constant. Actual inservice was more effective than independent use when building differences were not held constant. The building differences appeared to be a strong influence.

Conclusions and recommendations were given to improve further research in the area of inservice education and aid in the replication of this study.

A COMPARISON OF THE EFFECTS OF INDIVIDUALIZED VERSUS GROUP IN-SERVICE EDUCATION ON ELEMENTARY TEACHERS' INSTRUCTIONAL STYLE

Order No. 8005246

FLAHERTY, MARILYN E., ED.D. *Boston University School of Education*, 1979. 236pp. Major Professor: Thomas E. Culliton, Jr.

Purpose. The purpose of this study was to investigate the effects of two types of in-service education in reading at the elementary level: (1) the one-to-one consultation mode and (2) the group method. The effectiveness of both types of in-service were measured by a specifically designed assessment scale. Moreover, the mode in which the most teacher change occurred was sought. A teacher questionnaire provided information on the best mode for each of the six workshops.

Procedure. The basic design of the study employed two groups of matched elementary school teachers. A total of twenty-two elementary teachers participated in the study. The teachers were a representative sampling of the teachers in a suburb of Boston according to years of experience, teaching assignments, philosophy and need. One group of eleven were involved in a program of one-to-one consultation. The second group of eleven teachers took part in a group in-service.

The time allotment for the study was the same for both groups, six one hour sessions. The topics chosen as the in-service package came from faculty input over the past two years in each school. The assessment tool used was an adaptation of the Scribner Interview Record and Rating Scale. After completing the in-service education program the assessment sheet was used to assess growth resulting from the in-service education programs. This tool was used three times: (1) the teachers, (2) teachers and reading resource teacher and (3) teachers and researcher.

Both groups were exposed to the same number of inservice sessions (6) and the same in-service content and time allotment but the mode of presentation was different. Each week a new topic was presented in a one hour workshop. The same week it was presented in a small group it was presented on an individualized basis.

The researcher conducted all the workshops in the individualized and group in-service package. The researcher trained the reading resource teachers in the use of the assessment tool. Six weeks were used to present the six in-service topics, one each week. An evaluation form was given to each teacher to fill out regarding the workshop presentation, mode of presentation, content and organization.

The assessment tool was given as a pre instrument, post instrument two weeks after the workshop and delayed post six weeks after the workshop. The data from each of the workshops were used to answer the research questions proposed.

Analysis of the Data. The answers to three research questions were sought. The first one focused on the relationship between the types of in-service and the effect on teachers' instructional style; the second concerned the mode in which the most teacher change occurred; the third, which method of instruction was best suited for each topic.

To obtain data for comparing the relationship between the type of in-service and the effect on the teachers' instructional style, mean scores were computed for the teachers within the two groups. The significance of difference between the individualized and the group method of in-service was determined by using a t-test.

Data analysis to answer the questions relative to the types of in-service involved applying the Irwin Fisher test of significance to the data collected in the usage question of the individualized and group questionnaires. The Irwin Fisher test of significance was also applied to question one of the evaluation questionnaire on the in-service sessions.

Conclusions. From the quantative data collected from the assessments and the evaluation questionnaire the following conclusions were drawn: (1) The one-to-one, individualized in-service sessions showed no significant difference from the group in-service instruction; the group in-service sessions showed no significant difference from the one-to-one, individualized in-service method. (2) There was no particular in-service mode that best suited one in-service topic over another. (3) There was a gain from the pre to post assessments in most of the in-service sessions in both the individualized and group in-service modes but the gain was not significant to note one mode being better than another.

SEX OF SPEAKER AND SEX OF LISTENER AS FACTORS AFFECTING THE INPUT LANGUAGE OF PRESCHOOL TEACHERS

Order No. 8020984

GINSBERG, FRANCES GOODMAN, PH.D. *Fordham University*, 1980. 133pp. Mentor: Carolyn Nygren

This study investigated the effects of sex of speaker and sex of listener on the language which preschool teachers addressed to boys and girls. The input language of male and female preschool teachers was analyzed in order to determine whether differences existed between the language of the teachers related to the communicative codes which have been identified for men, women and teachers and in order to determine whether there was differential input on the part of the teachers to boys and girls.

The language of four male and four female middle class teachers to 67 girls and 71 boys between the ages of four and five was audiotaped and transcribed. Five thirty-minute sessions were taped in each of the eight classrooms. The transcripts of the tapes were analyzed by three graduate students who had been trained by the experimenter in the classification of the utterance types under consideration. These utterance types were linguistic variables which have been found to be typical of the communicative codes of men, women and teachers.

In order to determine whether significant differences existed between the input of the male and female teachers or in their input to boys and girls, each hypothesis was tested by means of a two-way analysis of variance with repeated measures. After each utterance type had been tested separately, combinations of utterance types specifically associated with the communicative codes of men, women and teachers were statistically analyzed.

It was found that there were no differences between the input of the male and female teachers in terms of any of the utterance types under consideration. However, it was found that important differences existed between the input of the teachers to boys and girls. All teachers addressed more embedded imperatives, warnings, vocatives, male register, strong directives and weak directives to boys. In addition it was found that sex of pupil had a differential effect on male and female teachers in eliciting combined directives. Although all teachers addressed more combined directives to boys the sex of the child appeared to be a more salient stimulus for the male teachers as males addressed significantly more combined directives to boys than did females. Finally it was found that the effect of sex of pupil was significant for the male teachers in terms of elicitation of directives and participatory requests. Male teachers addressed significantly more of these utterance types to boys.

Since there were no differences between the input of the teachers related to the communicative codes which have been identified for men and women it was suggested that a teacher register exists which is common to both sexes. However, since it appeared as though boys hear more of what has been identified as male speech from both male and female teachers, it was suggested that adult input may be an important factor in the child's acquisition of communicative codes.

Since it appears that teacher input is affected by the sex of the child being addressed, it was recommended that more controlled studies be conducted in order to determine whether the sex of the child alone elicited differential input or whether boys were engaged in activities which would elicit different speech from all teachers.

THE COMPOSING PROCESSES OF PROSPECTIVE ELEMENTARY TEACHERS: IMPLICATIONS FOR A TREATMENT PROGRAM FOR THE POOR WRITERS

Order No. 8029065

HENDERSON, MARY ELIZABETH, ED.D. *The University of Florida*, 1980. 139pp. Chairpersons: Arthur J. Lewis, Evelyn Wenzel

The purpose of the study was to investigate the composing processes, those behaviors, concerns, and attitudes related to writing, of selected University of Florida Early Childhood Education Program (ECEP) and Childhood Education Program (CEP) students identified as good writers and selected ECEP and CEP students identified as poor writers. The study sought to answer three questions: (1) Are the behaviors which shape the composing processes of the good writers different from those processes of the poor writers? (2) Are the concerns, attitudes, and past experiences related to writing of the good writers different from those concerns, attitudes, and past experiences of the poor writers? (3) Based upon the differences in the composing processes, concerns, attitudes, and past experiences related to writing, what are the implications for a treatment program for the poor writers?

The study took place during a period of five weeks at the University of Florida. Twelve prospective teachers enrolled in ECEP/CEP who had been identified as good writers and poor writers were the subjects of the investigation. Six writers comprised each group. For each of four weeks, the subjects were videotaped and directly observed as they wrote on assigned topics, geared to approximate actual tasks of writing in which early childhood and elementary teachers engage. Each subject was asked follow-up questions related to the writing episode immediately after each of the four composition experiences. At the fifth session, an in-depth interview was conducted to elicit each subject's historical behaviors, concerns, and attitudes associated with writing. Each of the five sessions was conducted individually.

Statistical tests were applied to test the hypotheses. A repeated measures analysis of variance determined quantitative differences between the composing behaviors of the good writers and the poor writers. The Fisher exact probability test and the Kolmogorov-Smirnov two-sample test were applied to determine qualitative differences between the two groups' attitudes and concerns associated with writing. The definitions and hypotheses generated for the study were derived and interpreted from the variables investigated by Pianko and Rogers in their doctoral dissertation *The Composing Acts of College Freshman Writers: A Description*, completed at Rutgers in 1977.

It was concluded that good writers, more ably than poor writers, contemplate what has been written, by spending more time than poor writers in composing and rereading the product. In addition, more rescannings, pauses, drafts, and dictionary uses allow good writers increased opportunities for contemplation of what has been written. Afforded more opportunities for confirmation of what has been written, the good writers make more revisions than do the poor writers.

Further, the good writers' predisposition toward writing is more positive and more comprehensive than that of the poor writers. The products written in the good writers' past experiences are regarded with satisfaction, and the good writers value writing as important for self-expression. The good writers engage in more self-initiated writing than do the poor writers.

Three major implications for a treatment program for the poor writers were made: (1) Differences between specific quantitative and qualitative behaviors of good writers and poor writers exist: Inform the poor writers of the investigation and its purpose. (2) Specific differences between the good writers and the poor writers exist which are quantitative: Rehearse the quantitative behaviors characteristic of the good writers. (3) Specific differences between the good writers and the poor writers exist which are qualitative: Provide a forum for the exchange of concerns, attitudes, and past experiences related to writing.

A STUDY TO DETERMINE THE ATTITUDES TOWARD LANGUAGE CONCEPTS AND PRINCIPLES OF TEACHERS OF ENGLISH IN TWO-YEAR COLLEGES IN ALABAMA

Order No. 8012713

MILNER, GLENDA REE WATKINS, ED.D. *Auburn University*, 1980. 116pp. Director: Alvin D. Alley

The purpose of the study was to ascertain the attitudes toward language of the teachers of English in two-year, state-controlled colleges in Alabama, to differentiate those attitudes in terms of demographic variables, and to determine if attitudes of the participating Alabama teachers were different from the attitudes of teachers and linguists reported by Ellen A. Frogner in *A Study of the Responses to the "Language Inquiry."*

The full-time teachers of English in state-controlled, two-year colleges in Alabama were requested to respond to the *Language Inquiry* and a questionnaire. Eighty-nine respondents completed and returned the survey materials. The data collected were tested by chi square analysis and a total-score comparison.

The chi square analysis of the data revealed significant differences of attitude among the participating Alabama teachers and between the Alabama teachers and the teachers in the Frogner study. The total-score comparison of the responses of the linguists and the responses of the Alabama teachers revealed that none of the teachers had ninety percent agreement with the linguists which, under the criteria established by the study, would have qualified them as liberals.

Based on the data analysis, the researcher concluded that three of the demographic variables failed to differentiate attitudes among the respondents; that the three demographic variables which did differentiate attitudes did not reveal any pattern to explain satisfactorily the differences; that the Alabama teachers of English were much less liberal than the linguists and, in fact, exhibited a traditional attitude; and that the teachers of English in two-year, state-controlled colleges in Alabama were less liberal than the tenth, eleventh, and twelfth grade teachers of English in the Frogner study.

AN INVESTIGATION OF THE DIFFERENTIAL EFFECTS OF MALE AND FEMALE TEACHERS ON PRIMARY PUPILS' MATHEMATICS AND READING ACHIEVEMENT

Order No. 8021987

MOSKOWITZ, HOWARD JAY, PH.D. *The University of Toledo*, 1980. 158pp.

Problem. How effective are men teachers in primary classrooms? Are they more or less effective than female teachers in terms of student achievement? Research has demonstrated observable and measurable differences between boys and girls. It is common to find girls exceeding boys in verbal activities. Research shows that differences such as these are the result of differential socialization patterns and expectations. These differences are encouraged and perpetuated by parents and teachers. A review from educational research reveals important differences between male and female teachers. There are differences between men and women as a result of being a male or a female. These differences include achievement, responsibilities, personality, disposition as well as biological. The major problem of this study was: What effect does a teacher's sex have on primary student's mathematics and reading achievement?

Procedures. A population of fifteen male primary teachers, were matched with fifteen female primary teachers. Matching was based on grade level, socio-economic status, years of experience, educational background and age of the teacher. To each class in October 1979, and March 1980, The Stanford Diagnostic Mathematics Test, and the Botel Reading Inventory was administered. Results were analyzed, using the class means as the unit of statistical analysis. Descriptive statistics, the proportion of students achieving mastery in reading gains, and residual gain scores were computed for all groups.

Results. The results suggest that there are differences among the children in mathematics and reading, as a result of being in a male or female teacher's primary grade classroom. All students, boys and girls, second and third grades, in male teacher classrooms demonstrated more important differences in the amount of reading gain on the Botel phonics test than students in female teacher comparison groups. There were no important differences between any of the comparison groups of either male or female teacher classes in mathematics. The residual gain scores computed for the different comparison groups indicates support for the same sex of student and teacher significant other theory.

The differences found in this study favoring students in male teacher classes, on reading phonic skills are consistent with the results from cross cultural studies. Conclusions from cross cultural studies point to cultural differences affecting boys achievement in reading. Those countries, that have defined reading in terms of appropriate male role behavior and those countries that employ more male elementary teachers have exhibited less reading problems among boys. The girls in male teacher classes also demonstrated important differences and effective gains in reading phonic skills, when compared with the girls in female teacher classes.

There were no important differences between any of the groups of children in mathematics. The results of the residual gain scores, which is an attempt to hold any pretest differences constant, provides an indication that the female teachers in this study have a tendency to be more effective in bringing about mathematics gains.

Conclusion. The male teachers in this study, were able to provide something different for both the boys and girls in their classes. This study supports the idea that more male teachers should be teaching primary grade children. The male teachers in this study were as effective, and more effective in bringing gains in all children in reading. The female teachers demonstrated a tendency to be more effective in bringing about gains in the children in mathematics.

A STUDY AND INVESTIGATION OF THE PERCEPTION OF THE READING PROCESS OF PRESERVICE AND INSERVICE TEACHERS

Order No. 8028553

PROSAK, LESLIE ANN, PH.D. *The University of Toledo*. 1980. 309pp.

The teaching of reading has been approached in many ways--as a clinicial process, as experience with language, as skill development, as application of linguistic theory and eclectically. Teacher training programs for both undergraduate and graduate students tend to deal superficially with the process of reading by discussing reading materials, introducing evaluation instruments and facilitating practicum experiences within a school setting. The theoretical language and thought models which underlie a given reading program, the findings from research which support a theory and the interpretation of those findings as practical applications are never discussed, yet teachers reveal a philosophy or theory about teaching and learning reading by their actual classroom practices.

Based upon the assumptions that (1) the objective of education is to help each student achieve his optimum intellectual development, (2) the classroom teacher is the facilitator of this learning process, especially in the area of reading, (3) how one teaches reading is shaped in large measure by how one defines reading, and (4) reading miscue analysis has provided insights into the reading process which can be used in research, diagnosis and teacher education, this study investigated the following question: How do select groups of preservice and inservice teachers view the reading process based upon psycholinguistic principles? Specifically, what may be the reasons for this perspective, and how will the information serve as a basis for the development of an instructional framework for the continuing education of preservice and inservice teachers?

Four hundred fifty-five preservice and inservice teachers from The University of Toledo, Bowling Green State University, Sylvania (Ohio) City Schools and Lorain (Ohio) City Schools completed the SIU Test of Teacher Perception of the Reading Process (STORP). The STORP was designed to measure perceptions of the reading process in terms of psycholinguistic principles. In addition to the STORP items, demographic information was elicited from the respondents. Group means and standard deviations were calculated for various subsets of the data and tests of statistical significance were applied to the differences.

The analyses of the data collected found that 70 percent of the respondents held a neutral position regarding the psycholinguistic perspective of the reading process as measured by the STORP; 26 percent were in strong agreement with the psycholinguistic position, while only three percent were in disagreement. Three demographic variables were found to be of consistently related statistical significance: preservice educational background, sex of the respondents and age of the respondents. A glaring reality faces educators in that the data reviewed and analysed for this study suggest that variables such as specific courses in education had no effect upon one's philosophy of teaching, especially the teaching of reading.

More subtly, the findings indicated that students need to develop more effective thinking and decision-making skills which will necessarily sort out the vast amount of knowledge presented in both graduate and undergraduate programs of elementary education. The findings clearly indicate that the teaching-learning situation must become an atmosphere of learning in which teachers have the opportunity to inquire into beliefs, assess the consequences and implications of possible alternatives and articulate their conclusions in some form of presentation.

STAGES OF CONCERNS OF SECONDARY ENGLISH TEACHERS RELATED TO ADOPTION OF MINIMUM COMPETENCY TESTING

Order No. 8019175

REINHARDT, MARTHA ELLEN STARKEY, ED.D. *West Virginia University*, 1980. 204pp.

The primary purpose of this Study was to assess the concerns of secondary high school English teachers (N = 203) in Kanawha County, West Virginia toward their newly implemented competency test in reading and mathematics. The study also sought to determine if, in the framework of concerns hypothesized to reflect the early implementation period, there was evidence of resistance among English teachers, evidence that was greater than that among business/vocational, mathematics, science and social studies teachers. A final objective was to determine if resistance could be explained by selected demographic variables. The assessment of teacher concerns was motivated by the cautionary stance of the National Council of Teachers of English toward competency testing.

The measure of resistance was the Stages of Concern Questionnaire developed at the Research and Development Center for Teacher Education (University of Texas at Austin) which categorized teacher responses among seven hypothesized stages of implementation and provided two score patterns indicative of resistance. These were Type 1, wherein the need for more factual information about the innovation is superceded by concerns about the effect of the tests on their personal/professional status, and Type 2, wherein teachers indicate they would revise, revamp, or replace the competency tests prior to an initial trial period.

Four junior and four senior high schools, labeled urban, suburban and rural, comprised a stratified sample according to geographic location. Three hundred questionnaires were distributed in the Spring of 1979 with a 67% response. Resistance scores were computed for all teachers and analyzed by use of the chi-square statistical test for independence.

Findings. The concerns of teachers as a whole typify those hypothesized to reflect teachers in the early implementation period; they expressed relatively higher informational and personal concerns, and lower concerns about management, student impact, and collaboration with peers and revision of the tests. However, 79% of the sample gave indication of some form of resistance. Ninety percent of all English teachers indicated potential resistance to the competency test; their affective stance of caution and concern was not counter to that of the NCTE's posture at the national level. The hypothesis that English teachers were more inclined to resist their competency testing program than those in business/vocational, mathematics, science and social studies was not significant at the .05 level. The data reveal that the potential for resistance permeates all subject areas. There was no statistically significant relationship confirmed between teacher resistance and the demographic variables: sex, age, level of education, length of teaching experience, membership in professional organizations, involvement in planning the competency tests and school level. Further analyses showed that personal concerns were equally high for members and non-members of NCTE. Non-members of NCTE were more inclined to revise or replace the tests than NCTE members. This held true for other subject area teachers.

Implications. While the concerns of the teachers typify an inexperienced group, the potential for resistance was expressed by 79% of the teachers. As a group, they are more concerned about personal/professional status than with obtaining substantive information. Workshops, seminars or faculty meetings designed to explain the practical aspects of the competency test may actually impede acceptance. Thus, the focus of future efforts should be on teacher reassurance. Nearly three-fourths of the teachers are anxious, worried or bothered about some aspect of the testing program and, unless these intense personal concerns can be resolved, the long-term acceptance of minimum competency testing in its present form is not assured.

SCHOOL DESEGREGATION AND TEACHER ATTITUDES TOWARD THE NONSTANDARD BLACK DIALECT

Order No. 8015620

ROPER, BIRDIE ALEXANDER, PH.D. *Claremont Graduate School*, 1980. 84pp.

The purpose of this study was to determine if there was a significant difference in the attitudes of fourth-grade elementary school teachers toward the non-standard dialect of black pupils as a function of whether they taught in desegregated or racially isolated schools. The research tested the hypothesis that the attitudes of teachers toward the nonstandard dialect of black pupils was less biased (more favorable) at integrated schools than at racially isolated schools. Strong support for this position was drawn from research into a variety of desegregated situations.

Brigham and Weissbach (1972) showed that in areas where parents had no choice about which public school their child attended, white parents whose children were attending integrated schools tended to be much more favorable toward integration than those whose children attended segregated schools. Many researchers believe that changes in racial or racially related attitudes result from increased contact of the races that takes place in desegregated situations. Cusic (1975) investigated differences in prejudice between student teachers at integrated schools, and student teachers at predominantly white schools. He found no significance in their prejudice level. However, post test measures of prejudice showed a significant increase in the prejudice level of student teachers in the predominantly white schools over their prior scores. Cusic suggested that the student teachers in the isolated schools may have assimilated the existing attitudes in the environment. He concluded that it was better to teach in an integrated school, so as to not increase one's level of prejudice. Cook (1970) found that interracial contact significantly changed the racial attituded in 40 percent of his subjects over their prior scores. Williams (1964), in an intensive study performed in four cities, found that increased interracial contact of black and white people lowered the prejudicial views of both.

The instrument used to measure attitudes toward black dialect was a Likert-type attitude scale developed for this study. It measured teacher attitudes along three dimensions: cognitive, affective, and action predisposition. The research sample was composed of 44 participants, all of whom were fourth-grade teachers. Twenty-two of the teachers taught in racially isolated predominantly black schools, and, twenty-two teachers taught in currently integrated schools. The variables studied were age, race, sex, years of teaching experience, racial balance of the school, and teacher attitudes toward the nonstandard dialect of blacks. Pearson Correlation was performed to test the relationships between each of the biographical variables and teacher attitudes. Chi Square, F-Ratio, and Contingency Table analyses were also used to test the hypothesis.

Findings. There was no significant difference between the attitudes of teachers who taught in racially isolated schools and those who taught in integrated schools.

THE EFFECTIVENESS OF TWO STRATEGIES TO DEVELOP SELECTED SKILLS IN BILINGUAL-BICULTURAL PRESERVICE TEACHERS

Order No. 8021007

SEGAN, FRANCES ANDREA, PH.D. *Fordham University*, 1980. 559pp. Mentor: Rita S. Brause

This research compared the effectiveness of two teaching strategies, designated as cooperative and self-instructional, on two groups of preservice teachers in the following areas: (1) ability to state behavioral objectives in English and Spanish; (2) ability to include Puerto Rican cultural elements in lesson plans in English and Spanish; (3) ability to plan for a variety of instructional strategies in lesson plans in English and Spanish; (4) inclusion of field-sensitive elements in lesson plans in English and Spanish; (5) inclusion of field-independent elements in lesson plans in English and Spanish; (6) total scores earned for lesson plans written in English and Spanish; (7) increase in posttest scores in English and Spanish; (8 and 9) comparison of group means across treatments for field-sensitive and field-independent scores in English and Spanish for lesson plans developed by individual participants.

The forty participants in the study were undergraduate, Spanish-English, Puerto Rican, bilingual/bicultural teacher trainees, attending a public four year college in New York City and were within two years of receiving New York State provisional certification as elementary school teachers.

Materials included two curricular training manuals and two screening instruments: an information sheet and a language proficiency test in English and Spanish. On a pre-posttest, consisting of multiple-choice questions in English and Spanish, participants were asked to identify: the most specific behavioral objective, the instructional strategy most appropriate to the specific lesson topic, and Puerto Rican and bicultural components. The evaluative checklist was developed to assess four selected areas in participants' lesson plans: behavioral objective, field-sensitive/field-independent elements, incorporation of Puerto Rican and bicultural elements, and instructional strategies.

The training materials for participants included video presentations for both treatment groups. For the self-instructional group, a self-teaching package was provided. For the cooperative group, similar concepts were presented using scripts and materials that fostered teacher/student interaction.

The findings indicated that the cooperative treatment group scored significantly higher in the following: ability to write behavioral objectives in English and Spanish; to include Puerto Rican cultural elements in English; to plan a variety of instructional strategies in English and Spanish; to include field-sensitive elements in English and Spanish; and earned higher posttest scores in English and Spanish.

There was no significant difference between the groups in ability to include Puerto Rican cultural elements in Spanish. In addition, there was no significant difference in scores of field-independent elements in English and Spanish.

There was a significant difference across treatments in Spanish for inclusion of field-sensitive elements. No significant difference across treatments in Spanish and in English was found for inclusion of field-independent elements.

A major conclusion of this study is that the data were consistent with field-sensitive/field-independent learning characteristics of Hispanic populations identified by Ramirez and Castañeda (1974). This study provides findings on the effectiveness of teaching-learning strategies that might be utilized with adult, Hispanic, bilingual/bicultural teacher trainees. It suggests the need for staff development at the university level for monolingual/bilingual teacher education faculty to create awareness of teaching-learning styles across cultures and to develop teaching flexibility in them and their trainees. The need for the development of balanced bilingual teachers through training experiences both in Spanish and English is emphasized.

A DESCRIPTIVE STUDY OF THE EFFECTS OF TRAINING IN ORAL READING ANALYSIS ON TEACHERS' PERCEPTIONS OF THE READING PROCESS AND INSTRUCTIONAL DECISION-MAKING

Order No. 8016730

THEOFIELD, MARY LOUISE BOWMAN, ED.D. *University of Maryland*, 1979. 203pp. Supervisor: Beth Davey

The purpose of this study was to describe shifts in teacher perception of the reading process and teacher decision-making for instruction after inservice training in oral reading assessment.

Subjects for the study consisted of 18 teachers and aides who were members of the staff of a center for secondary learning disabled students.

Four experimental materials and instruments were developed by the investigator: (1) a semantic differential to assess teacher attitude toward the reading process and toward particular instructional orientations and diagnostic techniques; (2) two narrative passages, one for pretesting and one for posttesting, to provide a text for expected responses onto which subjects indicated oral reading variances observed during the playing of an audio-tape which simulated a student reading; (3) a *Summary Sheet for Instructional Planning* to assess teacher accuracy in analyzing variances and decision-making for instruction; (4) a *Post-Training Evaluation Scale* to assess the value which participants perceived a workshop in analysis of oral reading to have for them.

The five and one-half hour workshop involved training participants in analysis of oral reading behavior by utilizing Davey and Taylor's (1978) *Oral Reading Behavior* system of analysis. Material covered pursuant to an explanation of the ORB system and activities utilizing it included a short history of oral reading as an assessment tool, an overview of the language process, and information about Kenneth Goodman's model of reading.

Data collected prior to and at the conclusion of the workshop were analyzed according to each research question. Teacher perceptions of the reading process were analyzed using the means for each concept probed on a semantic differential and results were plotted to form profiles. Differences between pre- and posttest accuracy means were used to analyze shifts in accuracy of coding oral reading variances and three *t*-tests were computed to test for significance. In addition, the responses of subjects in the area of analyzing student reading behavior were compared with those of a panel of experts in the field of oral reading assessment. Instructional strategies enumerated by subjects both pre-workshop and post-workshop were organized and described. The value of the workshop to subjects was analyzed using the means for each area probed on the *Post-Training Evaluation Scale* both immediately and three months after the workshop, and results were plotted to form a profile.

Findings. (1) In examining teacher perception of the reading process, data suggested a minimal degree of shift toward that which had been anticipated on each of the seven concepts investigated. (2) In assessing the accuracy of subjects in coding, significant differences between pretest means and posttest means were indicated in all categories. In addition one more subject post-workshop than pre-workshop agreed with the decision of experts in the area of student use of context and comprehension and 7 more subjects agreed with experts in the area of self-correction. Six fewer subjects agreed in the area of the student's use of phonics. (3) When asked to list instructional strategies after hearing a student read, the proportion of comments made which reflected a strategy which was Code-Oriented was 42% prior to the workshop and 34% after the workshop. The proportion for Meaning-Oriented statements was the same. The proportion of Oral Reading-Oriented statements was 19% pre-workshop and 22% post-workshop. (4) All areas of the workshop probed appeared to have been of value to the subjects both immediately after the workshop and three months later. Subjects indicated that they felt they derived much value from the expanded view of the reading process developed during the workshop.

No implications could be drawn for practice at this time. Implications for research included the development of an experimental study using comparison groups to verify the effectiveness of the workshop.

THE EFFECTS OF ARTS EXPERIENCE AND GROUP DISCUSSION DURING PREWRITING UPON THE COMPOSING PROCESSES OF PRE-SERVICE TEACHERS Order No. 8015370

WAGNER, JUDITH TATE, PH.D. *University of Pittsburgh*, 1979. 300pp.

In this study, a theoretical relationship between the arts process and the composing process is developed through a study of related literature. An analysis of the implications of this process-level relationship is used to develop experimental procedures to investigate one aspect of the relationship and to address the need for innovative approaches to the improvement of writing skills among pre-service teachers. A review of recent psychoanalytic literature on latency provides a rationale for using similar experimental procedures with children, thereby showing that the project provides pre-service teachers with appropriate process models for instruction in composition.

From the group of first-semester education majors who scored 3.00 or less out of a possible 4.00 on a Primary Trait System (PTS) writing pre-test, 17 volunteers were randomly assigned to two treatment groups. A no-treatment control group was randomly selected from among those who were eligible but did not volunteer.

The two treatment groups met for two hours each week for nine weeks in a Writing Improvement Workshop for Pre-Service Teachers. Each group was led by a team of three student tutors, who received equivalent training, followed similar schedules, and used similar instructional materials and procedures. The experimental group participated in arts experiences during pre-writing, while the comparison group used a traditional pre-writing method, namely group discussion.

At the end of the semester, a PTS post-test was given. Pre- and post-tests were typed and mixed for scoring in a single session by experienced raters, whose inter-rater reliability was checked before and during the scoring session by a trained table-leader using benchmark papers.

In addition to pre- and post-test tasks and an accompanying scoring guide, other materials developed for this study include a series of PTS writing assignments relating to children and education, scoring guides for each assignment, and instructional guides for student tutors. Data gathering instruments include a questionnaire about the effects of the project, a self-report of changes in various aspects of the composing process, a survey of previous writing experiences, an analysis of individual progress, anecdotal records and schedules for individual interviews with participants and student tutors.

An analysis of covariance showed no significant differences between mean post-test scores for the three groups, having adjusted for any pre-test differences. However, descriptive analysis of data from other sources showed that students in both treatment groups were surprisingly positive about the effects of the workshops, especially considering the short treatment period. This data further showed that students responded positively to both pre-writing methods, but arts experiences during pre-writing appeared to be associated with greater gains in confidence in oneself as a writer and self-reports of greater change in specific aspects of the composing process.

The investigator concludes that the theoretical process-level relationship between arts experiences and composition provides numerous implications for the development and testing of new classroom materials and procedures, particularly those which address individual learning styles and individual modes of thinking and self-expression. Additional implications of the study for the education of pre-service teachers are discussed.

VARIABLES RELATED TO THE LITERARY RESPONSE STYLE PREFERENCES OF HIGH SCHOOL ENGLISH TEACHERS Order No. 8016122

WALKER, ROBERT KIRK, JR., PH.D. *George Peabody College for Teachers*, 1979. 133pp. Major Professor: Robert S. Whitman

Purpose. This study was an attempt to investigate several of the missing pieces in current understanding of teachers' response style preferences. Toward that end, the study focused in two primary directions. One phase of the study focused on teacher congruency. Specifically, it was designed to explore: (a) teachers' overall patterns of style preference, (b) the level of congruence between teachers' stated preferences and their actual behaviors, (c) differences in their preferences for written and oral responses, and (d) the impact of instructional level on those preferences. The second phase investigated the relationships between style preference and such factors as literary approach, instructional method, and student attitude.

Procedure. The subjects were 24 literature teachers from the Metropolitan Public Schools (Nashville, Tennessee). Twelve were ninth-tenth grade teachers; 12 were 11th-12th grade teachers. The teachers were asked to read Williams' story, "The Use of Force," and to write a two-page, "model" response to it. They then led a 15-20 minute discussion of the story. Their written statements and their discussion questions were coded by use of the Purves categories (1968) and were then converted into Likert scores. The teachers were then provided with definitions of the four major response categories and were asked to rank on a Likert scale the importance for them of each category in first, written student responses and second, oral student responses. Finally, the teachers were asked to rate the amount of their training in and their use of selected literary approaches and instructional techniques and to rate their students attitudes toward literature and literary study.

An analysis of variance ($p < .05$) was used to test for differences between instructional levels, test conditions (self-report written, self-report discussions observed written, observed discussion), and response categories. Relationships between style preferences and such factors as literary approach, instructional techniques and student attitude were analyzed by correlating the Likert scores and testing the correlations for significance ($p < .05$).

Major Findings. (1) No significant relationship was discovered between style preference and the instructional level of the teacher. (2) Interpretation and perception emerged as the dominant styles for the teachers. In all but one condition (self-report discussion), preferences for interpretation and perception were significantly higher than preferences for either engagement-involvement or evaluation. (3) Significant incongruities were found between teachers' stated preferences and their actual preferences as reflected in their behavior. Their use of perception in class discussions was significantly higher than their avowed preference for it. Their use of engagement-involvement and evaluation in both writing and discussions was significantly lower than what they believed their use of those styles to be. (4) Only one major distinction was found between the teachers' preferences for written and oral responses. In the written conditions, engagement-involvement and evaluation were not significantly different. In the observed discussion condition, however, engagement-involvement was significantly higher than evaluation. (5) Relationships were discovered between style preference and literary approach. Training in a response-centered approach was negatively related to perception and positively related to engagement-involvement. Use of a response-centered approach was positively related to evaluation. (6) Relationships were also discovered between style preference and student attitude. Student attitude toward literary study was negatively related to perception and positively related to engagement-involvement. Attitude toward literature in general was positively related to interpretation.

Based on these results, areas for future research are identified; and recommendations are made concerning the future training of English teachers.

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